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ABSTRACT

The paper identifies public and private sources of funding for handicapped children's projects. Section 1 explores public sources of funding at the federal, state, and local levels. For each source identified, the eligible population and local or state contact person is provided. Among program sources described are the Division of Innovation and Development, Preschool Incentive Grants, Title XX, and the Work Incentive Program. The second section discusses funding sources in the private sector. Individuals contribute more charitable money than any other source. Private foundations, including national, special interest, corporate, family, and community foundations, are another source for financial support. Corporations are spending more than ever on social welfare projects and money from them is generally obtained either through direct corporate grants or corporate matching gifts. (PHR)

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Public and Private Funding Alternatives

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PUBLIC AND PRIVATE FUNDING ALTERNATIVES

THE PUBLIC SECTOR

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THE PRIVATE SECTOR

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Distributed by WESTAR

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FOREWORD

"Public and Private Funding Alternatives" was prepared in response to an increasing awareness among HCEEP demonstration projects of the complexities of securing funds to support the continuation of their early childhood special education services. Based on WESTAR's survey of its 1979 third-year projects (as reported in series paper #5) and the technical assistance needs of demonstration projects, several key factors have repeatedly surfaced: (1) it is never too early to begin exploring alternative (non-HCEEP) funding sources for the continued support of HCEEP-developed child and family services, (2) there seem to be few easy solutions to the funding dilemmas faced by most projects, and (3) creativity in putting together a multiple-source funding base is increasingly important as monies become tighter.

Within the public funding sector, there are many potential sources of funds that may contribute to the total funding picture. McNulty identifies some of the most viable sources of public monies and their applicability to certain populations of handicapped children. Working particularly within the local community and one's state, a project may be able to tie into existing special education and social services monies. As McNulty suggests, one must be willing to explore the availability and eligibility requirements of these monies. Cooperative ventures with school districts and participation in state level planning can influence the distribution of public monies for your services.

The second section of this paper focuses on private funding alternatives. Data indicate that individuals are the largest source of charitable dollars in the United States. Moreau emphasizes the need for detailed planning and preparation when requesting monies from these individuals, and from foundations and corporations. As those in the private sector have usually acquired their resources through successful business endeavors, they may be more responsive to funding requests that describe how their "investment" will be used to serve handicapped children. After careful and thorough investigation of potential private sources, your request can be specific to their interests and capabilities--improving the chances for support of your services.

It is our hope that the message of diversified, multiple-source funding is communicated by this paper. Only some of the many alternatives are presented here; perhaps they will stimulate investigation into their applicability to your service populations and locale. A well-thought-out plan for your continuation search, including research of potential sources and involvement of your advisory boards and parents, will contribute to your success in securing funding.

Marcia J. May
Nancy E. Nichols
WESTAR

THE PUBLIC SECTOR

FUNDING HISTORY

Since the early 1900s, legislation for the handicapped has increased and diversified. However, it was not until 1965, with the passage of the Elementary and Secondary Education Act (ESEA), that the federal government made a national commitment to programs for "educationally deprived children." During that same year, Title I of the ESEA was amended (P.L. 89-313) to establish grants to state agencies to assist handicapped children in state operated or state supported schools. In 1966, the ESEA was again amended and expanded under Title VI to provide additional funds to states and local educational agencies in meeting the special educational and related needs of handicapped children. It was also during this time that Congress established the Bureau of Education for the Handicapped in the Office of Education. In 1974, P.L. 93-380 expanded the program from $100 million to $660 million. One year later, part B of the Education of the Handicapped Act under the ESEA was completely rewritten and signed into law as P.L. 94-142, which to date is the most comprehensive piece of federal legislation both in its programmatic requirements and its financial commitment. In the following discussion, primary attention is given to how these federally initiated grant programs are administered on federal, state and local levels and to how these monies might be used for early childhood special education services. First, however, the ways in which monies are distributed are defined.

PROJECT GRANTS. The federal government distributes funds to public and private agencies for specific purposes. Monies are usually targeted for a particular population and are therefore called "categorical" grants. Since there is a ceiling, or limit, on these funds, project or categorical grants are competitive in nature.

FORMULA GRANTS. By far, the largest amount of federal funds are distributed through formula grants, so called because funds are allocated and distributed on the basis of a formula that is outlined either in the law or the regulations. The formula criteria, as they are called, may include such factors as the fiscal capacity of the recipient and income levels, but they usually are based on the identification and counting of certain populations, such as the handicapped or economically disadvantaged. Formula grants, then, are distributed to states based on the numbers of

eligible participants counted and reported to the federal government. Since states usually have some final discretion in how these funds are distributed locally, they may also be referred to as "discretionary" funds.

CONTRACTS. Contracts can be distinguished from both project and formula grants in their specificity. With contracts, the federal government procures or purchases services or a product that they want (for example, specific research, consultation, or supplies).

FEDERALLY ADMINISTERED PROGRAMS

Since readers are familiar with BEH as a funding agency for HCEEP, it would seem judicious to focus our efforts on the structure of and additional resources offered by this agency. While changes may occur with the establishment of the new Department of Education, presently the Bureau of Education for the Handicapped has four divisions which provide funding options relevant to serving handicapped preschoolers.

DIVISION OF INNOVATION AND DEVELOPMENT

The Division of Innovation and Development (DID), aside from the Program Development Branch which supports HCEEP, also houses the Research Projects Branch. This branch funds Research and Demonstration Programs: "The activities assisted under this part may include projects for research, dissemination, demonstration, curriculum development and media" (121h.5 of the Rules). However, "the Bureau has been placing increasing emphasis on directed research programming that includes the identification of critical problems that appear to be susceptible to solution through research and development" (GE Form 9037, 7/77 RFP). The present level of funding for research projects within DID is approximately $20 million.

DIVISION OF PERSONNEL PREPARATION

The Division of Personnel Preparation (DPP) provides grants to prepare teachers and other specialists to work with handicapped children. While many program areas have maintained stable levels of funding, the DPP has received substantial increases over the past few years. Consequently a number of HCEEP projects have looked toward these personnel preparation grants as a means of providing expanded outreach training. Presently the annual operating budget is in excess of $55 million.

DIVISION OF MEDIA SERVICES

The Division of Media Services (DMS) funds the Regional Resource Centers and Instructional Media for the handicapped. The latter includes media research, production, distribution and training. The proposed rules (Federal Register 44[244], 12/18/79) focus on "development or demonstration of new or improved techniques that would contribute to the advancement and education of handicapped persons through the use of educational media or technology or both...creation or adaptation of educational media...distribution of educational media...dissemination of information about practices found effective in regard to educational media and technology... (and) training of persons in the use and dissemination of educational media for the advancement of the handicapped." Current annual funding for media and captioned films is at $19 million.

DIVISION OF AID TO STATES

The Division of Aid to States (DAS) is the largest BEH division in terms of funding. Its monies help states implement their programs for handicapped children. Included in this division is the Special Services Branch, which provides grant programs for severely handicapped children. Approximately $5 million is available annually to develop demonstration centers and services for severely handicapped children and youth. Since the largest portion of these funds is allocated to states on a formula grant basis, and since local recipients apply directly to the state instead of the federal government, these programs are discussed in the following section.

STATE ADMINISTERED PROGRAMS

While the previous section spoke of project, or categorical grants, this section will focus primarily on formula grants. As described in the introduction, the amount of this grant funding is directly related to the number of eligible children enrolled in local programs. Several other discretionary funding sources administered by state education agencies are also discussed.

P.L. 94-142

Public Law 94-142, which is a revision of Part B of the Education of the Handicapped Act, revised the federal funding formula and ceiling, as well as increased many programmatic requirements. The monies received by states are based on a per pupil count submitted to the federal government, but are contingent on the approval of the state's Annual Program Plan. Presently the national allocation is in excess of $800 million. Based on the national per pupil count, this money is distributed proportionately, or on a prorata basis, to states. Seventy-five percent of these funds flow directly to local school districts and 25 percent are

retained at the state level. Of the latter portion, 5 percent may be used for administration and 20 percent for state-directed activities (such as inservice, materials development, model programs, or state child find activities). Although these funds are being used differently in each state, this 20 percent share ($160 million) constitutes a major funding source worth exploring. Contact should be made with your State Education Agency (SEA) Special Education office, special education director, or federal programs director regarding the present and future utilization of these funds. You may also want to work with your State Special Education Advisory Board in setting up priorities for the use of these funds. As mentioned above, there are very few limitations on how these funds can be spent except that they must address the priorities of P.L. 94-142 (i.e., the unserved and then the underserved). Preschool handicapped children may be considered unserved or underserved depending on your state law or state plan application. All children within the state's mandated ages (e.g., birth to 21, 3 to 21, 5 to 21) who are not being served must be considered "first priority" to receive services. Even if not mandated, you may include preschool handicapped children as unserved or underserved in your state plan application, but at the discretion of the state.

One additional requirement for state and local school districts is the identification, location and evaluation of all handicapped children, including the birth to 5-year-old handicapped child. Since many states and local districts do not have the capacity or trained staff to accomplish this requirement, projects may want to explore how this might be accomplished through cooperative ventures with the local school district, such as joint funding, staffing, or other means.

While indirectly discussed above, Local Education Agencies (LEAs) receive their 75 percent allocation from P.L. 94-142 based on the number of handicapped children in their jurisdiction ages 3 to 21 years who are receiving special education and related services. This includes all handicapped children ages 3 to 21 years who are identified and reported by the LEA as handicapped and receiving a free and appropriate public education, including related services. Free appropriate public education means special education and related services which are provided at public expense, without charge, meet state standards, and are in conformity with the requirements for an individualized educational program (IEP). This count may include children currently being served in local programs not operated by the public schools. For example, if a preschool child (ages 3 to 5) is identified as handicapped and receiving a free appropriate public education, he may be counted by the LEA and therefore generate P.L. 94-142 funds. These funds would then flow directly to the LEA to be used as outlined

in their local application. Local programs could receive these funds if they met the requirements listed above for a free appropriate public education. These children would however, have to be counted and reported in order to generate such funds. To explore this option you should contact your local special education director or your state Part B (P.L. 94-142) coordinator.

PRESCHOOL INCENTIVE GRANTS

A second state-administered discretionary grant program is the Preschool Incentive Grants. Under P.L. 94-142, Section 619, states are eligible for additional funding based on the number of handicapped preschool children ages 3 to 5 that are served. Again, the SEA must submit an application, which must be approved, along with the Annual Program Plan. The funds are used to meet "the educational needs of handicapped children ages 3, 4 and 5" (Section 121M.5 Rules and Regulations P.L. 94-142). Since these funds may be used for such activities as model projects and inservice programs, local projects may want to contact their SEAs to explore how these funds are being used and to assist in planning and implementing these grants. Several states have developed consortia composed of First Chance projects to help their states implement this program. Presently, the Preschool Incentive Grant program is funded at over $15 million nationally.

ESEA TITLE I

Since the mid-'60s, the major program for educational aid has been Title I of the Elementary and Secondary Education Act (ESEA). This formula grant program includes four specific target groups: (1) educationally disadvantaged, (2) migrant, (3) neglected and delinquent, and (4) handicapped.

EDUCATIONALLY DISADVANTAGED. The Basic Grant Program, the largest of the Title I programs, is based on the statewide total of eligible children. While primarily directed at the educationally disadvantaged child (grades K-12), Basic Grant Programs can be used to fund early education programs for "educationally disadvantaged" preschool children. These funds only go to qualifying Title I school districts. The decision on how to use these funds is a local school district's option. Programs affiliated with local school districts may want to explore this option with their local Title I coordinator.

MIGRANT. The migrant program under Title I provides supplemental educational services to children of migratory agricultural workers and fishermen. Eligible migratory children are those (birth through 5) who have moved within the past 12 months with a parent or guardian in order to secure temporary or seasonal employment in agricultural or fishing activities. This eligibility continues for up to five years after the family has ceased to

migrate. Local school districts operate these programs, and they may be contacted for specific details on services. For general information as to the numbers and ages of migrant children being served in your own state, contact your State Department of Education, Migrant Education Program Director, or your state Migrant Council.

NEGLECTED AND DELINQUENT. The programs for neglected and delinquent children provide support for supplemental educational programs in state institutions. Since this program has little applicability for preschool handicapped children, it will not be discussed in further detail.

HANDICAPPED. Briefly mentioned in the introduction was the handicapped component of Title I ESEA (P.L. 89-10 as amended by P.L. 89-313 and P.L. 93-380). Under this program, funds are available to extend and improve comprehensive educational programs for handicapped children who are, or have been, enrolled in state operated or supported schools. As with P.L. 94-142, grants are awarded to states based on a per pupil count. However, the Title I funds follow the child, meaning that children who are or were enrolled for at least 180 days in a state operated or supported school are eligible. State operated schools may include state institutions and, in some cases, state supported but locally operated programs, such as developmental disabilities (DD) centers. Since monies (over $600 per child) follow the child, children who are or were enrolled in such programs continue to be eligible indefinitely. Local programs should explore whether they are a state operated program and/or whether children they are serving have ever been in a state supported program and therefore eligible for Title I (89-313) funds. Since funding is based on a per pupil count, local projects should check with their state Title I (89-313) coordinator to insure that eligible children are counted and to insure their receipt of these monies.

BILINGUAL

Depending on state definitions and age requirements, projects associated with local school districts may be eligible for state or federal bilingual funding. In addition, some funds have also been available under Title VII of the ESEA Bilingual Education Act for bilingual education classrooms and demonstration projects. For additional information on this program contact the Office of Bilingual Education, USOE, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

TITLE XX

Another indirect source of funds is Title XX training grants. Under Section 504 of the Rehabilitation Act of 1973, preschool and day care programs receiving federal funds have some obligations to

integrate handicapped preschool children. Although the requirements are somewhat vague and State Departments of Social Services or Human Resources may not be fully aware of this legislation, it may prove fruitful to explore this area in terms of Title XX training grant monies. While more recently Title XX training grants have been curtailed at the state level, it appears that training in the integration of young handicapped children is not only timely but mandated by this statute. For additional information, contact your State Title XX Office in your State Department of Social Services or State Department of Human Resources.

LOCALLY ADMINISTERED PROGRAMS

TITLE XX

In addition to the training monies discussed in the previous section, other Title XX funds are distributed to states on a formula basis according to population. While states submit Annual Comprehensive Plans, most of these monies flow to local Departments of Social Services or Human Resources. Depending on income eligibility and other requirements, children in your programs may be eligible for Title XX funds. Usually states have differential rates for preschools and day care and for children who are handicapped. Programs may also want to participate in the Title XX planning process at the local and state levels to insure inclusion of services for young handicapped children.

EPSDT

Four other programs which may assist local programs are EPSDT, SSI, WIN, and the Maternal and Child Health's Crippled Children's Program. The Early Periodic Screening Diagnosis and Treatment (EPSDT) program is the child health, screening, diagnosis and treatment component of the Medicaid program. It provides health and treatment coverage to eligible low income and medically needy persons under the age of 21. Any person eligible for Medicaid is also eligible for EPSDT. The EPSDT program can assist a local project in several ways. It can supplement services already being provided, resulting in a more comprehensive program. A more difficult, but more profitable, option is for your program to be designated as a Medicaid vendor. As a vendor you are eligible to charge the federal government (Medicaid Bureau MMB, Health Care Financing Administration of HEW) for certain services provided to Medicaid children. These services can include speech, physical and occupational therapies, prosthetic devices, and dental care. Medicaid vendor licenses are provided by the state. Contact your appropriate state agency regarding eligibility. The proposed Child Health Assurance Program (CHAP), currently in Congress, is a revision of the EPSDT program. If passed, it will in all likelihood expand the scope and funding of the program.

SSI

Low income families may also be eligible for the Supplemental Security Income (SSI) Program. SSI is an income maintenance program which provides monthly income to aged, blind and disabled persons, including children under age 16. This program can pay for treatment services. Since eligibility requirements vary, check with your local social security district or branch office for more information.

WIN

The Work Incentive Program (WIN) can purchase services such as preschool and day care for eligible recipients (usually families on Aide to Families with Dependent Children, AFDC). The program is most often administered through state and local Departments of Social Services or Human Resources.

MATERNAL AND CHILD HEALTH

Under Title V of the Social Securities Act/Maternal and Child Health Programs, states receive formula grants based on certain populations of children and rural factors. These funds are divided into two categories:

A funds, which require matching state and federal dollars.
B funds, which require no matching monies.

While the ratio of this funding varies from state to state, usually part A funds are used for defined activities and populations such as child health clinics and crippled children's programs. Part B funds are used in a more discretionary manner for preventive and educational activities. To explore the availability of these funds, contact the local or state Public Health Office, Maternal and Child Health Division.

SUMMARY

Given the myriad of potential funding sources available, some of those with the greatest applicability for programs serving young handicapped children were discussed in this section. For each of the programs discussed, the eligible population and local or state contact person were identified. Exploring multiple sources of funds, considering the population of children served, will help to create a more stable, diverse funding base for early childhood special education programs. Additional sources of information related to public monies may be found in the bibliography.

THE PRIVATE SECTOR

One of your responsibilities in developing your model program and proving its effectiveness is to secure continuation funding from non-HCEEP sources. The funding of any comprehensive educational program or system of services should be diverse in nature, including both public and private funding. With diversification, a program is not overly dependent upon any one source of funding and will not be so affected by fluctuations in particular funding levels.

This section of the paper reviews funding resources in the private sector. This review is meant to create an awareness of the funding avenues open to those serving young handicapped children. As a preface to this discussion, a reminder is made to check with your administering agency before actively exploring these potential funding sources. It may be that a particular funding source may not be available to your agency, due to some internal policy or another reason. Check this out right from the start and be assured that your funding search has the necessary approvals.

VIABLE FUNDING ALTERNATIVES

Most potential private funding sources have received their funds through some successful business endeavor, and they understand the term investment. When talking with them, it is wise to talk in terms of their "investing" in a very special product...children. This kind of language is much more positive than such terms as "charitable contribution" or others which suggest "holding your hat in your hand" for a donation.

It is essential to investigate completely each and every potential source to learn as much as possible about them before making the actual request. As stated in a Wall Street Journal article (October 17, 1978), "Ninety percent of one's time is spent researching a particular organization or individual and 10 percent in actual asking." My own experience confirms this: the more you know about an organization or individual, the better you can tailor your request to meet its interests and/or financial capabilities.

A quick look at the extent of private giving in the U.S. will demonstrate that funds from the private sector are worth pursuing! During 1978, approximately $40 billion was awarded to nonprofit organizations in the U.S. The vast majority of this total, $34.8 billion (82.9 percent), came from the pockets of generous individuals (see Figure 1). Nationally, corporations gave another $2.0 billion (5.0 percent) and private foundations gave $2.16 billion (5.5 percent). Bequests account for the final $2.60 billion (6.6 percent).

While private individuals make up the far greatest share of contributors to nonprofit organizations, the recipients of these monies are of interest. Figure 2 illustrates the proportions of private funding received by agencies within defined segments of society during 1978. Organizations with religious affiliations received almost half ($18.4 billion) of all private contributions. Medical facilities (health and hospitals) and educational and social welfare agencies also received considerable shares. One could conclude from this illustration that a hospital affiliated with a

FIGURE 1
Who Gives in America?
(1978)

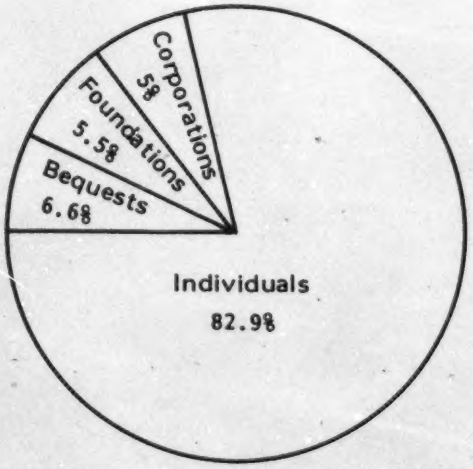
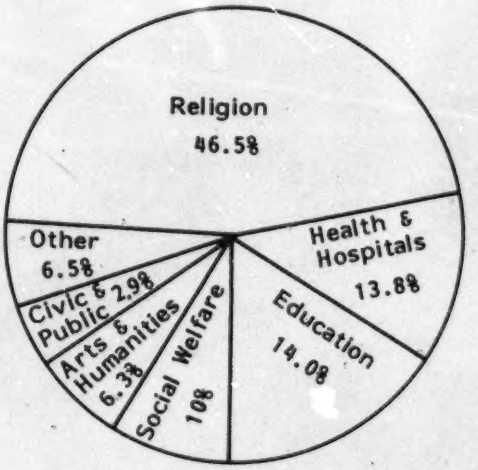


FIGURE 2
Who Receives in America?
(1978)



Data Source: Giving USA (October 1979 Annual Report). Hoke Communications, 224 7th Street, Garden City, Long Island, New York 11530.

religious denomination might have a good chance at obtaining private dollars. One might further surmise that a Catholic hospital administering an early childhood education project might even have better odds at success. For those not associated with a religious group, you may want to consider some collaboration and/or coordination of efforts. It is helpful to be aware of these statistics when considering your most fruitful potential funding resources.

INDIVIDUALS

Individuals are the largest single source of charitable dollars in the U.S. today, although the giving public is becoming more informed and more selective about the organizations they support. It is important to know who can afford to invest in your project and how you are going to approach them. Consult with your parents and advisory board members as to their contacts with community members who are financially able to invest in your work. The best approach is on a personal basis: personal appeal and insider contact are essential!

Your approach may be to sit down with your parents and board members to develop a "prospect list." The list should include individuals who may be able to invest in or are interested in your work, such as community leaders and members of the business community. The prospect list should then be discussed among the board, as those board members with personal acquaintances on the list should participate in the solicitation of funds. The more you know about the prospect, the better. Your request must be tailored to the person's financial capabilities and his or her specific interests. When the request is made on a personal basis, the advisory board member should be well versed in the affairs of the project so that he or she can play a key role and do most of the talking. The project staff member involved should be a resource and play a supporting role. When the solicitation is in writing, the board member with the personal acquaintance should send and sign the letter of request. As with the personal request, the written solicitation should request something specific, such as a particular service for particular children. It is important to obtain a commitment at the first contact if possible. This is easier if the request is made face-to-face. When the request is in writing, it is important to follow up with a telephone call, luncheon appointment, or other personal contact. The initial contacts are crucial, as the chances of receiving a funding commitment are greatly diminished after the second contact.

An individual can contribute up to 50 percent of gross income to a charitable purpose and deduct the full amount. It may be important for your board members to set an example here. When

you and a board member call on a prospective investor, the prospect may ask, "Well, John, how much did you give?" If the answer is zero, or if there is any hedging...forget it, you may have lost!

PRIVATE FOUNDATIONS

A private foundation might be defined as that strange corporate creature designed not to make money but rather to give it away! Probably no area of private funding is so misunderstood and misused as that of private foundations. Grant seekers have a tendency to lump all private foundations in one category. Not only do private foundations differ from public funding bodies, but there is a wide diversity among private foundations themselves. What may be appropriate for the Lily Foundation may be totally inappropriate for the San Francisco Foundation. There are five types of foundations existing today.

NATIONAL FOUNDATIONS. These organizations do not limit their awards to a specific geographic area, and they are usually most interested in programs with national implications. National foundations, including Ford, Lily, and Carnegie, usually have full-time professional staff.

SPECIAL INTEREST FOUNDATIONS. These foundations usually fund programs within a particular area of interest, frequently without regard for geographic location. They usually have staff who review proposals and keep abreast of research and information relevant to the special interest area.

CORPORATE FOUNDATIONS. Independent corporate foundations are most often interested in programs compatible with their companies' major interests. Corporate foundations have funded educational programs, United Way agencies, and local services that benefit company employees as well as the community at large. They are usually staffed and work quite closely with the overall company interests.

FAMILY FOUNDATIONS. The largest number of foundations in existence are family foundations. Their assets range from hundreds of millions of dollars, such as the Rockefeller Foundation, to a few thousand. Family foundation grants are often a very personal matter. Few family foundations have staffs, and their application procedures may be less formal than other foundations. Grants are usually made in the community where the foundation obtained its wealth. Generally, family foundations are less formally run and more responsive to insider contact.

COMMUNITY FOUNDATIONS. Community foundations are more like public charities than foundations. They usually receive their

funds from and direct their grants within the community for which they are named. To identify community foundations, contact a local trust bank.

WHERE TO FIND INFORMATION ON FOUNDATIONS. The best single summary of information on foundations is the Foundation Directory (see the bibliography). The Foundation Directory provides each foundation's purposes, officers, application procedures, financial activities, and Internal Revenue Service identification number. This publication is available on a regional basis and may be in your local public library or university library.

CORPORATIONS AND THEIR EMPLOYEES

Pursuing funds from corporations can be very rewarding. Record sums are being spent on social welfare by American business organizations today, according to a recent article in Nations Business ("Business and the Arts Make a Perfect Match," April 1979). Behind this trend is a growing social responsibility and a desire to improve their public image. Two basic forms of financial support can be pursued through corporate grants. Employee groups may be another viable resource.

DIRECT CORPORATE GRANT. The direct corporate grant may provide a tax incentive for contributing to a 501C3 (tax exempt) organization. A corporation may deduct up to 5 percent of its net profits each year as contributions to such an organization. The direct corporate grant is given by a company for a social welfare/cultural cause that it feels will assist its employees or help the corporation itself pursue some special interest. In researching a corporation, find out if the company is profitable, (i.e., does it have anything to give?), recent recipients, and the amounts of their grants. It is advantageous if your program serves parents who are employed by a particular company. Corporations based in a local area are much like family foundations in that they are more responsive to personal appeals, especially when employees and their families are involved. Use the corporation's past giving history as a guide for your request and the support you will need. My personal opinion is that it is always best to ask for something of a service nature, like so many hours, weeks, or months of a particular service for a particular child or group of children. You may also want to consider needed equipment or capital assets in your request. Your funding priorities will determine the content of your request.

It is very important to be business-like in your approach with corporations. Avoid highly technical language and be direct about your needs. Also, "dress for success" for your appointments to present a responsible image. As potential granters of their monies, they of course want to feel comfortable with your management abilities.

CORPORATE MATCHING GIFTS. Increasing numbers of companies throughout the U.S. are implementing the matching gifts program. What is it? Simply this...an employee makes a contribution (usually $25.00 to $1,000.00) and the company matches it dollar for dollar! It is important to check on specific eligibility requirements, as in most cases, the contribution must be a gift and not a pledge. To find out if a company has such a program, have your parents and board members do the legwork for you. You can use your imagination as to the kind of benefit these matching monies might have, especially if you have supportive parents who might be able to influence their fellow workers!

EMPLOYEE GROUPS WITHIN CORPORATIONS. If a corporation is unable to make a direct grant to you, maybe it contributes to United Way or other local agencies. Look into the existence of employee groups who look after the needs of their members, fellow workers and their families. Medium-to-large firms usually have a girls' club, a friendly neighbors' club, or an employee's benefit fund that is similar to an in-house United Way. These groups will not be sources for large contributions, but it is not uncommon to obtain from $100 to $5,000 and more on a regular basis from them. Again, it is important to find out from parents who are employees or board members how these organizations work, who the key people are, and how much they have given in the past.

PROJECT-SPONSORED ACTIVITIES

In most instances, the parents of children who receive services through federally funded programs are not charged for those services. It is wise from the beginning to advise parents that the fee waiver is only during the model development years, and that thereafter parents will have to contribute toward the cost of services. Also, in the meantime, more than likely your federal grant cannot provide for everything that you need, such as equipment and additional staff. Try to instill in the parents a sense of responsibility for your project and involve them in things like bake sales, auctions, fashion shows, and so forth. Do provide them with some guidance. In many instances it takes as much time and effort to raise $500 as it does to raise $5,000. I believe in having parents involved in all aspects of a program, and financing is certainly a very important part.

SUMMARY

The purpose of this section was to further your awareness of viable funding options for any organization today. Experience suggests that administrators of early childhood programs should consider a diverse, multiple-source funding base that will not be crippled by the withdrawal of one source of funds. Continuity

and stability of services are critical factors in overall programming.

Obtaining funds from the private sector is a challenging process that will be rewarded if there is:

A vital need for your services
A sufficient allocation of your time
A strong desire to succeed
Research into your options
Creativity and resourcefulness

You must believe in what you are doing and be able to convey that conviction to those who are capable of investing in your work. If you are as creative in developing ideas and proposals for private investors as you were when you attracted federal funding, your chances for success will be greatly improved. These resources are not for everyone...but in time of double digit inflation and tax reform, all options need to be explored in developing a <u>diverse</u> funding base.

RESOURCES FOR PURSUING CONTINUATION FUNDS

Catalog of federal domestic assistance. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A basic and complete source of information on federal grant programs. Provides name of programs and administrative departments, kinds of projects funded, guidelines and regulations, application procedures, information contacts, etc. A good starting point for exploring federal programs.

Dermer, J. The new how to raise funds from foundations, and How to write successful foundation presentations. Available from Public Service Materials Center, 355 Lexington Avenue, New York, New York 10017. ($8.95 each or both for $16.00)

Both are "how to" manuals with step-by-step processes for writing proposals to foundations, presenting them, and following up.

DesMarais, P. How to get government grants. Available from: Public Service Materials Center, 355 Lexington Avenue, New York, New York 10017.

Focused primarily at large institutions, has valuable information for smaller, nonprofit agencies regarding the practice of federal grantsmanship.

Dodge, A. B. How to raise money for kids (public and private). Washington, D.C.: Coalition for Children and Youth, 1978. Available from CCY, 815 15th Street N.W., Washington, D.C. 20005 ($2.00).

Organized in three sections: (1) concrete tips for preparing and necessary components of proposals, with examples; (2) locating and pursuing foundation monies; (3) background information of the federal grant process and a helpful analysis of the Catalog of Federal Domestic Assistance Programs. Written for lay persons; is a good practical resource with many examples.

Eckstein, B. J. (Ed.). Handicapped funding directory: 1980-81 edition. Oceanside, New York: Research Grant Guides, 1980. Available from Research Grant Guides, P.O. Box 357, Oceanside, New York 11572.

Lists foundations, associations, and federal agencies which have funded programs and services for the handicapped. Includes an essay on writing a successful proposal. Names and addresses are provided for pursuing appropriate funding, along with information on eligibility, sponsor's objectives, application process, and range and average of assistance.

Foundation Center national data book, a publication of the Foundation Center, 888 Seventh Avenue, New York, New York 10019. Order from that address.

Contains information on all foundations classified by the IRS. Indexed by state

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Compiled by Marcia J. May, WESTAR

in descending order of size of grants. Gives foundation name, address, principal officer, assets, amount of grants made within the most recent year. Includes even the smaller foundations in each state.

Foundation directory, a publication of the Foundation Center, 888 Seventh Avenue, New York, New York, 10019. Available from Columbia University Press, 136th So. Broadway, Irvington, New York 10533.

Contains information on the largest U.S. foundations, accounting for about 80 percent of foundation grants each year: application procedures, phone numbers, etc. Cross indexed by subject (within general areas such as education), state and city, foundation name, and others.

Foundation grants index, a publication of the Foundation Center, 888 Seventh Avenue, New York, New York 10019. Available from Columbia University Press, 136 So. Broadway, Irvington, New York 10533.

Covers major U.S. foundations with detailed summaries of thousands of awarded grants.

Gilkerson, L., & Trohanis, P. Resources for early education programs for children with handicaps. Chapel Hill, North Carolina: Technical Assistance Development System, 1977. Available from ERIC Document Reproduction Center, P.O. Box 190, Arlington, Virginia 22210. (Document number ED 150 815, paper copy $2.06)

Contains information on (1) sources of funding available for services to young handicapped children, (2) sources of training for personnel, and (3) agencies and organizations who are information resources.

Levine, J. Hustling resources for day care, and Supplement and revisions to hustling resources for day care. Available from Day Care Child Development Council of America, 1012 14th Street N.W., Washington, D.C. 20005.

"How to" suggestions for writing proposals and finding funds for children's services, plus a bibliography.

Moss, J. W. Finding money for developing replicable products. In L. Gunn (Ed.), Outreach: Replicating services for young handicapped children. Chapel Hill, North Carolina: Technical Assistance Development System, 1975.

Discusses the problems and necessary considerations of finding continuation funds for service delivery. Presents advice on where and how to look for monies.

Free or inexpensive information on foundations. Available from The Foundation Center, 888 Seventh Avenue, New York, New York 10010.

Jacquette, L., & Jacquette, B. What makes a good proposal?, 1973. (10¢)
Meyer, R. A. What will a foundation look for when you submit a grant proposal?, 1972. (10¢)
Andrews, F. W. Philanthropy in the United States: History and structure. (50¢)
Personal contact -- Is it really necessary? (free)
Margolis, J. B. About foundations. How to find the facts you need to get a grant, 1977. ($3.00)